



Welcome !!

December 11, 2003 A WisLine Web Teleconference 10:00 am

DPI? CLC Quality Partnerships



Your Hosts Today

Stan Potts, Steve Fernan,
 Gary Sumnicht, Dan
 Wiltrout and Doug White
 DPI CLC Team Members



Your Hosts Today



21st CLC Presentation

As you enter the conference please feel free to announce your District and your name



21st CLC Presentation



Problems/Solutions



- Stick with sound or web access only
- Sign out and try again (close out your web browser)
- Helpline phone: Helpline 800-442-4614
- Send an email to Stan
 - Stan.potts@dpi.state.wi.us
- Call Stan
 - Stan 715 425 3759

Problems/Solutions



Background Noise

- Please mute your microphone
- Keep the background noise to a minimum
- Cover up your speaker if you are unable to mute
- Please move back from the phone...don't breathe into or near the phone



Background Noise



Suggestions

- Hold your questions until we break
- Please use the e-version for questions
 - Private responses
- If you cannot gain access to the web based program – please do not disrupt the program – Listen via audio
- The entire program is being archived and will be available for two weeks .. Windows Media format both audio and video
- Available in PDF format also

Suggestions



- Welcome and Introductions
- Overview of today's WisLine Web session
- Background and Updates Promising Practices — Exemplary Programs and Steps to Successful Partnership Development
- Partnership Presentations:
 - Madison, Black River Falls Questions
 - Green Bay, Appleton Questions
- Resources Final Comments and Questions
- Wrap and Adjourn
- Next Session is set for Feb 19 @ 10 am –
 Reading J Karbon-DPI

Agenda



- MOVING FROM PROMISING PRACTICES TO EXEMPLARY AFTERSCHOOL PROGRAMS
- An Initiative of the Center for Collaborative Solutions
 - Andria J. Fletcher, PhD, Director, Program Development
- In association with the Community Network for Youth Development and the California AfterSchool Partnership
 - The California AfterSchool Partnership is a joint venture of the California Department of Education, the Foundation Consortium for California's Children and Youth, and the Governor's Office of the Secretary for Education. Founded in 1999, it is a nationally recognized public/private partnership dedicated to ensuring quality afterschool programs.
 - www.afterschoolpartnership.org

Slide 8



Promising Practices

- A Vision that Clarifies Purpose and Ignites Passion
 - Integrating Leadership, Mentorship, and Management
 - Supporting Ongoing Training and Staff Development
 - Promoting Positive Youth Development

Promising Practices



Promising Practices

- Creating Challenging and Engaging Learner Experience
- Achieving Positive Academic Results
 - X Achieving High Student Attendance
 - Promoting a Sense of Physical and Emotional Safety
 - Building Supportive Relationships Between Adults and Young People and Among Young People and their Peers

Promising Practices



Promising Practices

- Promoting the Meaningful Participation of Children and Young People
 - Developing Neighborhood and Community Connections
- Ensuring Diversity, Access, Inclusion and Equity
- **X * Measuring and Managing Outcomes**
- 💢 🜼 Securing Sustainable Funding

Promising Practices



Developing Neighborhood and Community Connections

Our program promotes strong connections with our neighborhood and community, resulting in greater experiences and opportunities for students.

Developing Neighborhood and Community Connections



Exemplary Programs

- Exemplary programs have strong connections with their neighborhoods and communities.
 - They establish positive relationships with parents, local residents and community organizations and civic leaders.
 - They understand and honor the diversity of the
- meighborhoods in which their programs are located and are able to communicate effectively with local residents and parents.
 - They build bridges between neighborhoods and schools in ways that may not otherwise be possible.

Exemplary Programs



Exemplary Programs

- They draw on community resources to develop and strengthen the opportunities available to children and young people.
- They provide avenues and support systems for students to feel more connected with their communities through community service and service learning experiences.
 - Programs are seen as an integral, important and
 valued member of the community, draw on its resources and publicly recognize its support.

Exemplary Programs



Assessment Key for Program Indicators

- Our program is just beginning to work in this area, has an urgent need to address this practice, and needs significant support to move to the next level.
- Our program has done some work in this area, and will need targeted support.
- Our program has made significant progress in this area, and needs additional support to reach the next level.
- 4. Our program has achieved a high level of proficiency, and additional work is needed before our staff and partners are fully prepared to work with other programs in this area.
 - We are clearly proficient in this practice, can demonstrate this in observable ways and are prepared to work with other programs to build their skills in this area.

Assessment Key for Program Indicators

	Exemplary Practice Indicators	1	2	3	4	15 15 15 May 1
1	Our staff and stakeholders are knowledgeable about the characteristics, opportunities and challenges of the neighborhood and community in which our program is located.					
2	Our program orientation provides a way for primary caregivers to become partners in our program.					
3	We intentionally and successfully build bridges between our program and neighborhood.					
4	Our staff includes a variety of people with diverse talents, experiences and socioeconomic characteristics and reflects a cross-section of our community.					
5	We recognize the importance of parents or their designees picking up their children at the conclusion of our program as a way to strengthen relationships, exchange information and gain support.					
6	Our staff knows the parents of children and voung people with					

Slide 16



Our Guests Today

- Madison School District Jean Gascho
- Black River Falls Monica Lobenstein
- Green Bay Trina Lambert
- Appleton Kathy Meetz
- And our Partners...
- Many thanks for taking the time today to prepare a presentation and share your ideas!

Our Guests Today

Steps to Successful Partnership Development

- >> Creating a climate for success.
- Assess needs and potential resources.
- Exploring Partnerships Models
- Developing Vision, Goals, Objectives, and Action Plans
- Developing the Management System
- >> Implementing the Programs
- Monitoring and Evaluation
 - Source: National Association of Partners in Education (2002a)

Steps to Successful Partnership Development



The Presentation Process

- I have asked each district to take about 12-15 minutes to present their partnership information. We will take question after the first two presentations and again at the end.
- I will act as the time keeper with a 2 minute warning announcement

The Presentation Process



Madison

Jean Gascho – Madison Recreation Department -

UW Extension 4-H - Experiential training for staff, curriculum, volunteer leaders - Olbrich Gardens - staff, curriculum, space, transportation - funded through grant

Aldo Leopold Nature Center – after-school curriculum developed through a grant, a few naturalists funded through a grant. We pay some naturalists fees

Madison

Gail M. Epping, Director of Education, Aldo Leopold Nature Center Former Middle School Teacher in Milwaukee and Mount Horeb, WI phone number 608 221-0495 email gepping@naturenet.com

What interested you in developing a partnership with the CLC and how did you get started?

While in college I worked at an After School in Madison and thought it was a wonderful opportunity for kids and parents. While working in inner city Milwaukee, I wished that the kids there had similar opportunities because it was so needed!

I also developed a program for an adolescent alcohol and drug center that focused on environmental education – stewardship, pollution prevention, respect, awareness, etc.... and I was awed at how kids from that background responded to the program. At first they were fearful of nature and then once aware were able to draw parallel's between their own lives and the environment. For example – they understood what it can do to somebody if they didn't receive respect and related to the same reaction of the ecosystem if it isn't respected. We tied in math, science, social studies, language arts, and lifelong learning.

When taking the position at the Nature Center, I immediately knew that the after school hours here were underutilized and that it would make perfect sense to find ways to get kids here after school. I first started with the scouts and other community organizations, but then learned of the Madison After School Programs and began working first with one of the CLC Specialists and then eventually with the Program Supervisor.

How do you see the partnership benefiting your organization?

We not only get exposure with the kids, but also with their parents. Most importantly, it assists us in our mission to "teach a love and respect for the land in the spirit of Aldo Leopold." I see these kids here with their parents on weekends, but more importantly, I hope to see the kids here in the future with their kids!

- visibility
- provides steady work for our staff

dec11-final

- opportunity to validate our programs with the schools
- · reliable partnership
- nurture future land stewards

What works well?

The consistent weekly schedules allow us to better plan for a truly integrated program. Having the same kids coming back, although not necessary, is an asset that allows the program to be continuous that builds upon the previous week. Jean really is a leader for her team of CLC Specialists and supports them with their needs. She is a wonderful communicator and has the pertinent background to assist them in program assessment.

- consistency with the students over a semester or longer; students begin to think of the Nature Center as their special place, getting to know the students individually this allow our staff to build on the knowledge the students already have
- having CLC staff accompany the students
- · weekly routines
- programmatic themes
- staff continuity

What support do you provide to the partnership?

Throughout our partnership we have provided technical support, developing CLC-specific curricula, provided funding in a variety of ways – program costs so that we can keep the costs lower than normally possible, supply costs, transportation funding, and training. We don't have all these financial incentives at all times, but we are continually looking for ways to assist, both monetarily and programmatically. We provide assessment reports that assist in determining any new directions we may want to go.

- · quality programs that are a nice complement to the school programs
- experienced, knowledgable staff
- · excellent "outdoor" role models
- flexible programs

- programs adapted to the club and to each child – we are able to do this as the long-term aspect to our partnership allows our staff to get to know the children, learning their strengths and areas that need assistance

What are the challenges and how you have overcome them?

Some of the challenges include funding, funding, funding. Another wonderful challenge that we can easily address is that we need to expand our program topics because we are getting kids returning year after year. We are currently expanding our working on and are excited to do!

- · Funding, funding, funding!
- Transportation reliability
- · short timeframe daily
- special needs of the children -- including ADHS, wheelchair bound, autism, and other special needs.
- Diversity of knowledge and writing ability of the children (our assessment tools has assisted us in overcoming these initial concerns they provide a variety of expressions)

One of our groups had 3 special needs children who all required special individualized assistance when in the classroom. Working with the CLC, my staff was able to secure assistance from the district. Each of the children soon was accompanied by a trained aide to deal with the specific needs of the children.

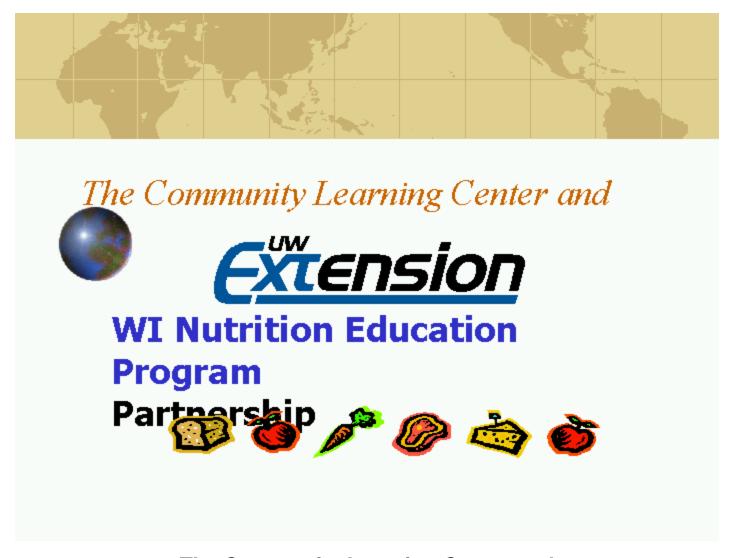
Providing varied activities at the same time is one strategy that works well so that children who are at different levels can be addressed with different simultaneous activities. This works best when we have more than 10 children and more than 2 staff people. Since we offer a 1:10 ratio of staff:student, this is usually pretty easy to do.

How has the partnership impacted working with the day school staff/principal?

We have more teachers who are aware of our programs because of their students' involvement. It has increased our visibility among the staff and principals and, in addition our credibility as quality program providers.

dec11	-final
-------	--------

[Text Slide E]



The Community Learning Center and

THE CHALLENGES AND SUCCESSES OF CLC PARTNERSHIPS

Madison Metropolitan School District/MSCR
Jean Gascho
Community Learning Center Supervisor

Desired Characteristics of a Community Service Provider Partner

- · Has a history of working with youth
- · Has developed quality curriculum or lesson plans
- · Provides programming during afterschool or summer hours
- Offers hands-on experiences
- · Provides trained experienced reliable staff
- · Provides year round ongoing programming
- · Provides in kind resources IE staffing, supplies, transportation, etc.
- · Is willing to integrate math and reading activities into their activities
- · Is willing to write the CLC program into grant proposals requesting funding for staffing, supplies, transportation etc.

How Partnerships with Community Service Providers Benefit the CLC

- · Diversifies the CLC program
- · Reduces recruitment of staff and hiring paperwork (provider usually recruits and hires staff)
- · Provides trained staff who have expertise in a content area
- Reduces the CLC's need to develop curriculum and lesson plans
- · Provides consistent programming and staffing

dec11-final

- · Provides programming outside the school (space is always an issue)
- · Provides children with awareness of community resources that can be accessed by families
- · Helps with sustainability through in kind services

Challenges of working with community partners

- · Finding partners who can consistently contribute in kind services
- · Finding partners who can provide year-long ongoing programming
- · Providers who are able to provide services for early release sites at 2:30
- Community providers' staff lack of ability to manage student behavior
- Communication (We invite service providers to our staff meetings to present proposals as well as to receive feedback on past year experiences)

[Text Slide B]

dec11-final	
r.	Minita Dagral A 1
L	White Board A]
	Page: 2

uec i i-illiai	dec1	1	-final
----------------	------	---	--------

[Text Slide A]



Background Information

- Partnership formed in 1999
- UW Extension Nutrition Educators provide:
 - Activities
 - Games
 - Snacks that enhance the appreciation of healthy choices

















Developing a Partnership

- Existing in-school connection
- Reaching appropriate audience
- Provided overall in school and after school experience















Developing a Partnership



Partnership Benefits

- Expand our resources
- Expand our program's outreach efforts
- Increases educational contacts and impacts





Partnership Benefits



- Site Supervisors: See us as a dependable, reliable and engaging partner
- Kids: Receive experiential learning that is practical and fun
- Parents: Their kids are exposed to cooking skills and knowledge. Kids also come home having had a nutritious snack
- Youth Staff: Get to see impact of kids learning across the continuum



What works well...



Partnership Support



WNEP provides:

- Staff
- Support in clubs
- Curriculum
- Shopping and snacks
- Lesson Evaluation













Partnership Support



Challenges

- Physical space issues
- Size of groups
- Expectations of Extension program staff



Challenges

Partnership Impact with Day Staff

- Opened doors to classroom sessions
- Increases exposure to school staff and administrators
- Teachers request nutrition education after visiting after-school programs



Partnership Impact with Day Staff

uec i i-illiai	dec1	1	-final
----------------	------	---	--------

[Text Slide D]

dec1	1	-fir	nal
ucc i			ıaı

http://www.uwex.ces.edu

608 224 3714

scott.lesly@co.dane.wi.us

[Text Slide C]

dec11-final

Web Slide: http://www.uwex.ces.edu

[Web Slide A]





Partnership in a Rural Community

Monica Lobenstein Black River Falls, WI

Partnership in a Rural Community



Black River Falls School District

- Three elementary schools
- Serving approximately 800 elementary-age students

The BLAST Program

- Elementary academic enrichment program
- 2 sites serving nearly 50 academically at-risk 1st-5th grade youth per site

Boys & Girls Club of Jackson County

- Community afterschool mentoring program
- Over 400 members total
- Serves an average of 50 youth every night

Demographics



Benefits to the BLAST Program

- Supervision of BLAST youth from immediately after school until 3:45
- Transportation of youth after the program to the Boys & Girls Club

Benefits to Boys & Girls Club

- Extra funding from contracted services
- Increased membership in Club
- Increased community awareness of the Club

Increased resources for both (collaboration, communication, etc.)

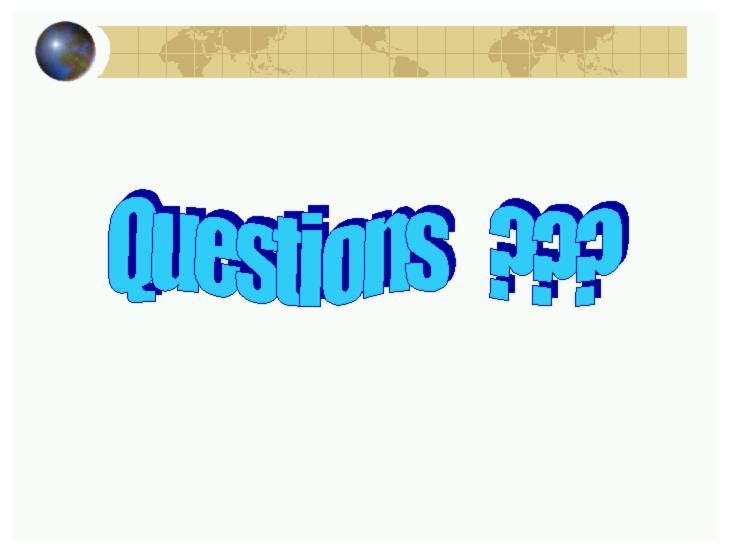
After School Time Partnership



Other Partnership Activities:

- Everyday Exploration twice-monthly family events held in partnership between The BLAST Program, Boys & Girls Club of Jackson County, and two other community organizations.
- Lights On Afterschool!

Other Partnership Activities:



Slide 33



Successful Partnering



A New Partnership in a Time of Need

Green Bay - Trina Lambert

Successful Partnering



Howe Elementary School's 21st Century Afterschool Program

- Edward Dorff, Principal
 - (920)448-2141
 - edorff@greenbay.k12.wi.us
- Samantha McKenzie, YMCA
 - **(920)** 436-9526
 - Mckenzsa@greenbayymca.org
- Trina Lambert, 21C Coordinator
 - (920) 448-7386
 - tlambert@greenbay.k12.wi.us

Howe Elementary School's 21st Century Afterschool Program



Brief History

- First program
 - Original Intent- "enhance academic performance of students"
- Challenges over the years
- Return to "Partner who shared the Howe School Community's vision of what is good for kids and families."
- ×
- Locate a partner with experience in quality programming.
 - Quality childcare allows for extended learning to take place. It is a launching point for other opportunities.
 - YMCA knows where they want to go and <u>how</u> they will get there.

Brief History



Brief Description of Program Today

- X Daily Routine
 - Expectations
 - Involvement
 - Students
 - Staff
 - Parents
 - Connecting to the Neighborhood
 - Family Resource Center
 - Resurgence of Community Partners

Brief Description of Program Today



Keys to Current Success

- **Expectations**
 - Both are clear with expectations and both stated them upfront.
 - Written agreement followed several meetings.
 - Communication
 - ✓ Surpose

 - Separate roles that lead to betterment of children, families, community

Keys to Current Success



Keys to Success Continued

- ★ © Community Climate
 - School climate expectations are incorporated as a part of after school program.
 - Students involved in after school are welcome to share successes during school community meetings.
 - Early support from Principal and Support staff to identify children's individual needs.
 - Connecting with Family Resource Center to further reach out to neighborhood community.

Keys to Success Continued



Keys to Success Continued

- Challenging Environment
 - Quality childcare
 - Creates a safe environment for students. Strengthening the desired behaviors in all participants.
 - 💢 👨 Enrichment Activities
 - Linked to school day goals
 - Homework help
 - · Everyone participates
 - tutoring (1-1, small group, teacher led)
 - **X** ♦ YMCA Programming
 - 💥 🌼 Outside Agency Programming

Keys to Success Continued



Evidence of Success

- Difference in student behavior during the school day.
 - In the past there were carryover problems from after school to the next school day. These interfered with learning.
- Attendance in Afterschool Program is more consistent.
 - Students are regularly attending 3-5 days per week.
 - Waiting list to participate.
- Teachers are drawn to the program.
 - Talking to coordinators directly about homework, needs, as well as offering programming options.

Evidence of Success



Evidence of Success Continued

X • Unobtrusive Programming

- engaged students !!
- Teachers and other programs are able to conduct their work, making it easier to share space.
- 💢 🌼 Resurgence of Community Partners.💥
 - Many former agencies and individuals are again participating in the program and expanding the learning opportunities for students and families.
 - Happier Students
 - Experiencing success and feeling proud of their accomplishments.

Evidence of Success Continued



Success by the Numbers

- Meeting Grant Goals
- Cost Effective
 - Able to program on more school days.
 - Opportunities for students on early release days.
 - Licensed care for 5-6 year olds, previously not affordable for families.
- Providing more services
 - Recruiting volunteers and keeping them.
- Regularly scheduled meetings
- Site advisory council
- E-mail accessibility
- Day school collaborations

Success by the Numbers



21st Century Community Learning Centers





Presented by:

Kathy Meetz, Appleton Area School District Randy Alt, Boys and Girls Club of the Fox Valley

Slide 44



Appleton Area School District

- * 1 state funded elementary school site
- * 3 federally funded elementary school sites
- * 1 federally funded middle school site
- **※** ♦ Serving over 500 students daily

Appleton Area School District



- **→ Shared Philosophy**
- **→ Environment**
- **→ Relationships**
- **→ Experiences**

Keys to Success



- * "After school" rather than "more school" is the shared philosophy reflected throughout the programs
- Shared decision-making process How can decision be a "winwin" for the district and the agency?

Philosophy

Environment

Dedicated Program Space

- > Priority given to program
- Room usage agreements formalized with individual teachers (view agree

Welcome Center

 Centralized communication center also serves as building security

Office Space

Program coordinator becomes part of school culture. Phone and computer provided.

Shared Resources

 Physical education equipment, library, bulletin boards, display cases, computers, etc.

Environment

Relationships

- Regularly scheduled meetings
 - > Principal, site coordinator, program director, and agency representative
- Site advisory council
 - Co-facilitated by site coordinator and principal
 - > View job description
- ❖ E-mail accessibility
- ❖ Day school collaborations
 - Staff meetings, PTA, school committee

Relationships

Experiences

- School Needs
 - Program works with school to meet the needs of students i.e. co-curricular programs
- Staff development
 - > District trainings open to agency staff
- Family events
- Program handbook
 - > View handbook



Experiences

	dec1	1	-final	
--	------	---	--------	--

A Sharing slide

[Share A]

dec11-final

Questions ????

[Text Slide F]



Stone Soup

Once upon a time, when food resources in a village were seemingly gone, a creative individual--knowing that each person always has a little something in reserve--proposed that the community make stone soup.

After the stone was set to boil, people in the community were asked if they had "just a little something" that could improve the soup. Indeed, one person found a carrot, another brought a few potatoes, still another a bit of meat and so on. Lo and behold, when the soup was finished, it was thick and nourishing.

Slide 51



Such is the situation in our communities today. Because times are hard and resources are stretched to the limit, we tend to hold on to, or hoard our remaining wealth--be it time, talent or money. These self-protective actions leave most groups without enough remaining resources to effectively handle community problems.

Perhaps it is time that you consider adopting the "stone soup" stance of cooperation. And perhaps it is your CLC program that might set the "pot aboiling".

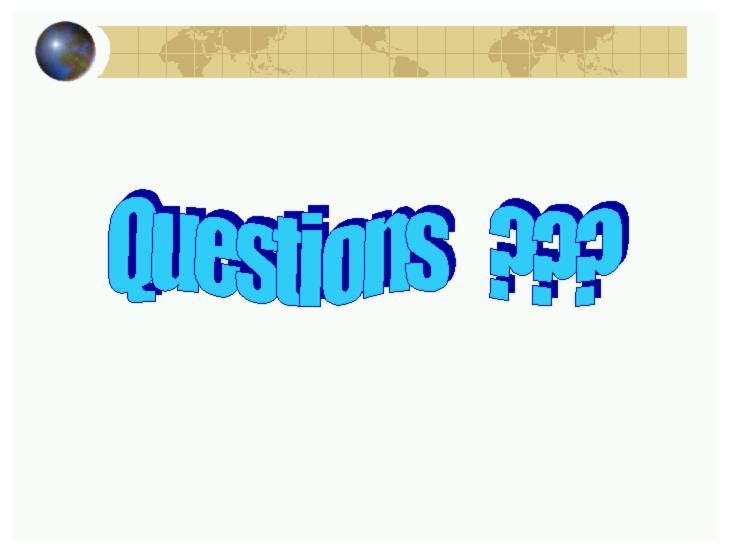
We can do this by identifying the problems and placing them in the community pot. We can point out to other community groups that each must contribute to make the rich and full broth that is needed to nourish those who are affected by, or are victims of, the problem.

Slide 52



You can start the fire, see that the solution starts to simmer, collect other enriching ingredients and see that the components are properly mixed. We are at a time when cooperation is essential to meet the deepening needs of society. The stone soup approach may provide the answer.

Slide 53



Slide 54

http://www1.uwex.edu

[Text Slide G]

dec11-final

Web Slide: http://www1.uwex.edu

[Web Slide B]



Next WisLine Web

- February 19, 2004
- Jacqueline Karbon
- DPI Reading Consultant
- Connecting your CLC with Reading

Slide 55



- Creating a climate for success.
 - Create awareness with key stakeholders within schools and the community about partnerships as a way to improving the schools and community.
- Assess needs and potential resources. Examine the needs that exist in the school community that are not currently being met with available resources. For example, create a map locating the re-sources that exist in the community that might be connected through partnerships to the work of the Community Learning Center.

- Exploring Partnerships Models
 - Develop an inventory of current partnerships in place in the community. Seek information about other community partnership models that might serve as a guide.
- Developing Vision, Goals, Objectives, and Action Plans
 - The vision becomes a shared view of the dream that describes where you would like to be at some point in the future. The goals, objectives, and action plans give the partners a road map for how to travel together to make the dream a reality.

- Developing the Management System
 - At this point a written commitment between the policy makers of the partner organizations is created. A formal group should be developed with representatives from each of the stakeholder groups that will provide advice on the partnership's policy and management structure and help build support for the partnership's goals and objectives. A final management function is to market the partnership and it results. Successful partnerships are a good magnet for attracting additional new partners.

Implementing the Programs

A partnership involves resources from outside the school that must be managed properly to implement the programs developed in the action plan. These re-sources include not only financial, but also material and in-kind resources. They also include human re-sources in the form of volunteers with knowledge and experience that can have a positive impact on the lives of students.

- Monitoring and Evaluation
 - All the partners will want to know how successful they are in accomplishing the goals that had been set. Monitoring is a way of gathering information on an ongoing basis to make midcourse corrections where they are needed, and to check for progress toward accomplishing the goals and objectives at an agreed-upon time. Establishing an evaluation plan has to be a priority for all the stakeholders who are involved in the partnership.
- Source: National Association of Partners in Education (2002a)



Partnership Portfolio - Parsons

- Portfolios function as an historical record of the partnership.
- Portfolios create an awareness of the partnership within the school and the community.
- Portfolios document the activities and accomplishments of the partnership.

Partnership Portfolio - Parsons



Portfolio Contents

- The names of the key individuals responsible for the partnerships (including contact information)
- A statement of the goals and objectives of the partnership
- A description of the programs and activities sponsored by the partnership
- A record of the contributions of each of the partners (numbers of volunteers, training provided, mentors, equipment donated, etc.)

Portfolio Contents



Portfolio Contents

Outcome measures (partnership pretests, posttests, attendance, test scores, grades, graduation rates, number of students going on to post—high-school training, etc.)

- Assessment of partnership goals and plans for future programs and activities
- Samples of student work (digital photos, video clips, student art work, etc.)

Portfolio Contents

COMPLEMENTARY RESOURCE MATERIALS

- We are all pioneers who have been given the opportunity and responsibility for creating the future by looking at the world through different lenses and yet seeing a similar vision of building the capacity of children, young people, families and communities to succeed. The following articles are based on first-hand experience in developing nationally recognized programs and working directly with literally thousands of afterschool and community-based partnerships throughout California and in other parts of the country. They are meant to expand upon the practices described and to be enlightening rather than definitive.
- General: Building Exemplary Afterschool Programs: Eight Keys to Success and A Framework for Change in Afterschool Programs, Andria J Fletcher, PhD, Center for Collaborative Solutions (2002)
- Practice #1: Creating a Vision that Clarifies Purpose and Ignites Passion, Andria J. Fletcher, PhD, Center for Collaborative Solutions (2002)
- Practice #2: Leadership, Mentorship and Management: The Essence of Success in Afterschool Programs, Andria J. Fletcher, PhD, Center for Collaborative Solutions (2000)

COMPLEMENTARY RESOURCE MATERIALS

- Practice #3: Fletcher, Hiring, Training and Developing Staff, (Center for Collaborative Solutions, 2000), What Works? Afterschool Learning and Safe Neighborhoods Partnerships Programs Implementation Approaches, Foundation Consortium (2000), Afterschool Programs and Systems Change, Georgia Academy Journal (January 2000), Education Digest, May 2000; Building a World Class Team, Center for Collaborative Solutions (2003)
- Practice #4: Promoting Young People's Developmental Outcomes in Afterschool, Sam Piha, et.al., Community Network for Youth Development, Youth Development Guide: Engaging Young People in Afterschool Programming (2002)
- Practice #5: Creating Learning Experiences that Build Skill: Providing Opportunities for Young People to Expand their Skills and Knowledge, Sam Piha, Community Network for Youth Development, Youth Development Guide: Engaging Young People in Afterschool Programming, (2002)
- Practice #6: Afterschool Programs and Academic Achievement, Andria J. Fletcher, PhD, Center for Collaborative Solutions (2003)
- Practice #7: Student Participation, Attendance and Results, Andria J. Fletcher, PhD, Center for Collaborative Solutions (2003)
- Practice #8: Promoting a Sense of Safety: Ensuring that Young People Feel both Physically and Emotionally Safe, Sam Piha, et.al, Community Network for Youth Development, Youth Development Guide: Engaging Young People in Afterschool Programming, (2002)



- Practice #9: Encouraging Relationship Building: Fostering Caring and Supportive Relationships in Your Program and Fostering Meaningful Youth Participation, Sam Piha, et.al, Community Network for Youth Development, Youth Development Guide: Engaging Young People in Afterschool Programming, (2002)
- Practice #10: Engaging Young People's Meaningful Participation, Sam Piha, et.al., Community Network for Youth Development, Youth Development Guide: Engaging Young People in Afterschool Programming, (2002)
- Practice #11: Community Connections, Andria J. Fletcher, PhD, Center for Collaborative Solutions (2003), Providing Opportunities for Community Involvement: Helping Young People Connect to the Community, Sam Piha, Community Network for Youth Development, Youth Development Guide: Engaging Young People in Afterschool Programming, (2002)
- Practice #12: Equity, Diversity, and Youth Development: Helping Afterschool and Youth Programs Respond to the Imperatives of Cultural and Language, Amy Scharf, California Tomorrow (2002)
- Practice #13: Measuring and Managing Outcomes in Afterschool Programs,
 Andria J Fletcher, PhD, Center for Collaborative Solutions (2003)
- Practice #14: Afterschool: An Investment that Pays Off, Andria J. Fletcher, PhD, Leadership Magazine, Association of California School Administrators (April 2003)